



EARLY ENTRY KINDERGARTEN AND PREP PROCEDURE

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1 AUTHORITY AND APPLICATION

Date of approval	8 December 2020
Source of approval	Catholic Education Commission Tasmania
Start date	14 December 2020
Date of review	December 2023
Date of amendments	N/A
Previous procedures replaced by this Procedure	N/A

SIGNED:



DATE:

9/12/2020

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2 RELATED DOCUMENTS

This Procedure should be considered in conjunction with the following related documents:

Policies and Procedures	<ul style="list-style-type: none">• The Archbishop's Charter for Catholic Schools in Tasmania• Student Equity Policy (04:2019)• Pastoral Care Policy (02:2014)• Enrolment Policy (01:2014)• Learning Plan Guidelines• Gifted Education Guidelines• Gifted Education Support Package• Early Entry to School for Children who are Gifted Cross Sectoral Guidelines
Applicable Laws	<p>All laws in connection with the carrying out of work or the Workplace including:</p> <ul style="list-style-type: none">• <i>Ministerial Instruction No 15 Early Entry to School</i>

3 PURPOSE

Catholic Education Tasmania focuses on creating an environment that supports and nurtures all students. Equity in Catholic education is founded in the Catholic tradition and informed by current research and legislation. Acceleration is a well-researched provision available to schools for meeting the needs of gifted students. The purpose of this procedure is to provide clear advice and guidance on the process approved for Catholic Education Tasmania regarding the early entry to Kindergarten and Prep for gifted students.

4 DEFINITIONS

Acceleration

A range of strategies and options to enable gifted students to progress at a faster pace and a younger age through educational programs and curriculum, consistent with their abilities.

Catholic Education Tasmania

Catholic Education Tasmania (CET) covers Catholic Education Commission Tasmania (CECT) controlled workplaces including the Tasmanian Catholic Education Office

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(TCEO), Archdiocesan Schools and adjunct business undertakings such as childcare operations as well as Congregation Schools operating in Tasmania.

Early Entry to Kindergarten and Prep

Early Entry to Kindergarten or Prep is a form of year level acceleration available to gifted young children. To be considered for early entry a child must have been formally assessed by an educational psychologist as being among the top 2% of the population for cognitive function and be at least 3 years and 6 months of age (Kindergarten) or at least 4 years and 6 months of age (Prep) as at 1 January of the year of commencement.

Gifted Students

Gifted students possess natural abilities or aptitudes at levels significantly beyond what might be expected for one's age.

5 COVERAGE

This procedure covers and applies to CECT, CET Archdiocesan Schools and Congregation Schools and the TCEO.

6 OBLIGATIONS AND ACCOUNTABILITIES

Tasmanian Catholic Education Office

- Provide current and relevant procedures relating to the acceleration of gifted students.
- Provide an Education Officer: Extended Learning to support and guide acceleration procedures of gifted students in Catholic Education Tasmania schools and colleges.
- Education Officer: Extended Learning to represent Catholic Education Tasmania on the Cross Sectoral Early Entry to Kindergarten Committee.

Schools and Colleges

- Establish processes and systems that promote the development of student learning plans and highly adjusted educational programs.

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- Provide a learning environment that supports students learning at a pace commensurate with their abilities.
- Follow the CET Early Entry to Kindergarten and Prep Procedure when considering early entry acceleration options for students.

Teachers

- Facilitate a classroom culture that fosters inclusion and learning for all.
- Liaise with other teachers, parents/guardians and the student to support a smooth transition.
- Implement a Learning Plan for early entry students.
- Monitor and review student Learning Plans as outlined in the CET Learning Plan Guidelines.

7 GENERAL PRINCIPLES

- Catholic Education Tasmania is committed to creating a culture of equity and excellence that supports learning for all.
- Catholic Education Tasmania recognise gifted and highly able students are entitled to rigorous, relevant and engaging learning opportunities drawn from the Australian Curriculum aligned with their individual learning needs.
- Catholic Education Tasmania recognise that academic acceleration can enable a more appropriate match between a gifted student's capabilities and level of challenge in the curriculum.

8 PROCESS

Early Entry to Kindergarten and Prep (see appendix for relevant forms)

- 8.1 School to provide parents with Early Entry application forms on request.
- 8.2 Parent/guardian completes application forms.
- 8.3 Educational Psychologist administers an educational assessment with the child and completes the Psychologist's Assessment Summary Form.
- 8.4 Principal sights child's proof of age documentation (e.g. birth certificate or passport) to check the age requirement and signs application form.
- 8.5 Application forwarded to CET Education Officer: Extended Learning.
- 8.6 CET Education Officer: Extended Learning forwards application to the Early Entry Committee chair.

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8.7 Early Entry Committee meets (typically at the end of term 3) to consider applications.

8.8 Parents and principal informed of the committee's decision.

APPENDIX

- Early Entry to School for Gifted Students application form
- Psychologist's Assessment Summary form

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Early Entry to School for Gifted Students

Application Form

(Confidential)

PERSONAL DETAILS

Child Details:

Name:	
Date of Birth *	M F
Will any older siblings be starting kindergarten next Year? Yes No	

Parent Details:

Name of Parent(s) or Guardian(s)	
Email Address (Note: all correspondence will be sent by email):	Phone Number(s):
Postal Address (must be completed):	

School Details:

Preferred School for Enrolment:	
Principal Name:	Principal Email:
School Address:	
Have you made application to any other school or school system? YES NO If so, which school (one school only):	

*** Proof of birthdate (original certificate or passport) has been sighted by the school principal**

Principal's signature: _____ **Date:** _____

Parent's signature: _____

Date: _____

Gifted and Talented Checklist for Parents

Early childhood

About the checklist:

The checklist is designed to support parents in making some structured observations about their child to provide a general indication about the possibility of giftedness.

Some of the observations on the checklist require comparison with children of a similar age. If your experience with young children is limited, it can be helpful to consult with people who have some expertise or experience in early childhood development e.g. an early learning educator, child carer or family/friends with young children of their own.

Use the checklist to reflect on your child's development and the behaviours they currently show. If you agree that your child shows many of the characteristics, you may consider having them formally assessed for intellectual giftedness by a psychologist.

Help with reading and completing the checklist

If you would like help to read, understand and complete this from, please contact your school principal who will assist or direct you to support services available.

Other sources of information and support:

A good overview of characteristics that may indicate giftedness in pre-school children is also available from The Tasmanian Association for the Gifted Inc. (TAG) web site at <http://www.tasgifted.com/> in their flier entitled "Is your pre-schooler gifted?"

If you think your child may be gifted it is a good idea to make contact with your local TAG group for further information, resources and support.

Instructions for using the checklist:

The following is a checklist of characteristics of gifted young children. The examples after each item are there to help you to understand that item. **A child may not show all of the examples given and they may exhibit the item characteristic in ways not listed.**

Indicate how much you think your child is like the item by using the scale below each item. Mark strongly agree (SA) to strongly disagree (SD), or DK if you don't know.

Use the space below the item for examples concerning your child, add as many details as you can remember. Be as specific as possible in describing your child's interests and accomplishments. The space is small, so please feel free to add extra pages of stories or examples to tell us more.

APPENDIX I

Child's name Child's birthday

Your name School name

Date

My child:

1. Has quick accurate recall of information.

(e.g. remembers complex happenings and describes them long afterwards in clear details; learns notes and words to songs quickly; remembers landmarks and turns on the way to familiar places)

☐ SA ☐ 10 ☐ 9 ☐ 8 ☐ 7 ☐ 6 ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ 0 ☐ SD ☐ DK

A personal example:

2. Shows intense curiosity and deeper knowledge than other children.

(e.g. insatiable need to know and explore; later on he or she collects things and then learns all he or she can about them; remembers things in great detail)

☐ SA ☐ 10 ☐ 9 ☐ 8 ☐ 7 ☐ 6 ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ 0 ☐ SD ☐ DK

A personal example:

3. Is empathetic, feels more deeply than do other children that age.

(e.g. feels unusual hurt or pain when he or she displeases someone; shows pride in advanced accomplishments; is sensitive to others' feelings and shows distress at other children's distress or adult's distress; will subjugate their needs to the needs of others; reads body language)

☐ SA ☐ 10 ☐ 9 ☐ 8 ☐ 7 ☐ 6 ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ 0 ☐ SD ☐ DK

A personal example:

4. Uses advanced vocabulary.

(e.g. correctly uses vocabulary adults would expect from older children; surprises adults and children with big words they use; knows more words than other children; stops to ask about new words then remembers them and uses them correctly later)

☐ SA ☐ 10 ☐ 9 ☐ 8 ☐ 7 ☐ 6 ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ 0 ☐ SD ☐ DK

A personal example:

5. Began to read, write or use numbers early.

(e.g. early interest in the alphabet and or numbers; liked to imitate writing as a toddler; copied letters, words or numbers; learned to read or count early without formal instruction; developed computational skills earlier than others)

☐ SA ☐ 10 ☐ 9 ☐ 8 ☐ 7 ☐ 6 ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ 0 ☐ SD ☐ DK

A personal example and approximate age of your child at the time:

6. Understood phrases or brief sentences as an infant.

(e.g. listened intently; understood and acted on short sentences such as 'Give mum a hug' or 'Bring me the book and I will read to you')

☐ SA ☐ 10 ☐ 9 ☐ 8 ☐ 7 ☐ 6 ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ 0 ☐ SD ☐ DK

A personal example and approximate age of your child at the time:

7. Began speaking first in words and sentences earlier than other children.

(e.g. spoke first words before age one; went from saying individual words to speaking in sentences quickly or, spoke first words later than age one and quickly moved to speaking in complete sentences; carried on conversations with adults as if they were peers)

☐ SA ☐ 10 ☐ 9 ☐ 8 ☐ 7 ☐ 6 ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ 0 ☐ SD ☐ DK

A personal example and approximate age of your child at the time:

8. Showed early motor development.

(e.g. very visually attentive during the first six months, watched people carefully; followed movement intently; walked early, fed himself or herself sooner than other children; active use of toys and puzzles)

☐ SA ☐ 10 ☐ 9 ☐ 8 ☐ 7 ☐ 6 ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ 0 ☐ SD ☐ DK

A personal example and approximate age of your child at the time:

9. Shows unusually intense interest and enjoyment when learning new things.

(e.g. listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness; sits patiently when reading or listening to books)

☐ SA ☐ 10 ☐ 9 ☐ 8 ☐ 7 ☐ 6 ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ 0 ☐ SD ☐ DK

A personal example:

10. Has an advanced sense of humour or sees incongruities as funny.

(e.g. is humorous in speech, social interactions, art or story telling; makes jokes, puns, plays on words)

☐ SA ☐ 10 ☐ 9 ☐ 8 ☐ 7 ☐ 6 ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ 0 ☐ SD ☐ DK

A personal example:

11. Understands things well enough to teach others.

(e.g. likes to play school with other children, dolls or stuffed animals; talks like an 'expert' or likes to discuss certain topics a lot; explains ideas to adults when he or she doesn't think the adult understands very well)

☐ SA ☐ 10 ☐ 9 ☐ 8 ☐ 7 ☐ 6 ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ 0 ☐ SD ☐ DK

A personal example:

12. Is comfortable around older children and adults.

(e.g. craves for attention from adults; likes to be with older children and adults; listens to or joins in adult conversations; likes to play board games designed for older children, teens or adults; often plays with and is accepted by older children)

☐ SA ☐ 10 ☐ 9 ☐ 8 ☐ 7 ☐ 6 ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ 0 ☐ SD ☐ DK

A personal example:

13. Shows leadership abilities.

(e.g. sought out by other children for play ideas; adapts his or her own words and expectations to needs or skill level of playmates; may be seen as bossy; uses verbal skills to deal with conflicts or to influence other children)

☐ SA ☐ 10 ☐ 9 ☐ 8 ☐ 7 ☐ 6 ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ 0 ☐ SD ☐ DK

A personal example:

14. Is resourceful and improvises well.

(e.g. finds unique or non-traditional ways; plays for long periods of time with imaginary friends; diligent in getting things they want regardless of where you've put them; makes up believable endings to stories)

☐ SA ☐ 10 ☐ 9 ☐ 8 ☐ 7 ☐ 6 ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ 0 ☐ SD ☐ DK

A personal example:

15. Uses imaginative methods to accomplish tasks.

(e.g. presents unique arguments in order to convince others to allow him or her to do or get things; finds imaginative ways to get out of doing things they don't want to do; curious with a high energy level that is goal directed)

☐ SA ☐ 10 ☐ 9 ☐ 8 ☐ 7 ☐ 6 ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ 0 ☐ SD ☐ DK

A personal example:

- 16. Thank you for your responses. Please use the rest of this page or attach another page to tell us anything you think is important about your child that we have not asked about.** Please feel free to add any information you think might be useful in giving us a clear picture of what your child has done. Be as specific as possible in describing your child's interests and accomplishments. If you can share some copies of your child's creative work, we would be delighted to have them.

Social and emotional readiness checklist for kindergarten - for young children who are gifted

Early childhood education and child care settings provide adaptive and responsive programs that emphasise personalised learning for each child, using *Belonging, Being & Becoming – The Early Years Learning Framework for Australia*. Kindergartens use this framework to extend and enrich children's learning through the transition to school. More information about what to expect in Kindergarten is available from the Department of Education publication *Starting Kindergarten*.

When considering children for earlier than usual entrance to kindergarten because of intellectual giftedness, there are some developmental and maturity factors that may impact on their social and emotional readiness to successfully engage with the kindergarten environment.

The list over the page highlights some key indicators of social and emotional development that help children to maximise the opportunities available to them in a kindergarten classroom.

Instructions for completing the checklist on the next page:

Work with an early childhood educator or child carer who knows how your child functions in a group situation to complete the rating for each item on the list over the page.

Child's Name:	Birth date:
Home Address:	Proposed school for kindergarten:

Outline your child's experience in participating in an early childhood setting: (childcare, early learning, pre-school)

Name of childcare or early learning provider:

Number of days per week attended (average):
(approximate):

Number of hours per day attended

General comments about their readiness for kindergarten from an early childhood educator or carer who knows your child well:

Signature of early childhood educator or child carer:
Position:

Date:

APPENDIX I

Make the following ratings as accurately as you can, based on your knowledge and observations of the child named over the page.

	No, never	Rarely	Some times	Most of the time	Yes, always
Interpersonal relationships in a group situation					
1. A well-developed sense of justice and fairness.					
2. Shows intense emotional reactions.					
3. Enjoys structured games with 'rules'.					
4. Seeks and enjoys the company of older children.					
5. Has play interests more like those of older children.					
6. Initially 'hangs back' from new activities and then gradually joins in.					
Language and communication skills					
7. Communicates their needs effectively.					
8. Listens to other children and adults.					
Classroom learning skills					
9. Shares an adult's attention with other children.					
10. Remains engaged in an interesting task for around 15 minutes without adult redirection.					
11. Works as part of a group engaged in self-initiated play (e.g. exploring water activities in the sandpit) for up to 30 minutes.					
12. Listens to, remembers and follows 3-stage oral instructions.					
13. Responds to a stimulus in one medium and translates it to another (e.g. making a construction in the block corner and drawing what they built, or creating a response to a story).					
Motor skills					
14. Fine motor control: gets frustrated by not having the fine motor skills to produce drawings/writing at the level they can envisage.					
15. Gross motor skills: Kicks a ball, walks up and down stairs, uses play equipment etc.					
Self-care skills					
16. Feeds and dresses themselves.					
17. Uses the toilet independently.					
Coping with change					
18. Separates from parents without undue anxiety.					
19. Adjusts to changes in routines.					
20. Reacts positively to the idea of going to kindergarten.					

Early Entry to Kindergarten for Students who are Gifted

Psychologist's Assessment Summary for **WPPSI IV**

(Confidential)

PERSONAL DETAILS

CHILD'S NAME	M / F
DATE OF BIRTH*	AGE WHEN TESTED
POSITION IN FAMILY out of
NAME OF PARENT/GUARDIAN(S)	
ADDRESS	
PHONE NUMBER(S)	
EMAIL CONTACT	
FAX	
DESIRED SCHOOL	

* Proof of birthdate (original certificate or passport) must be sighted by school principal

Preferred assessment instrument: the Wechsler Preschool and Primary Scale of Intelligence-fourth edition, Australian (WPPSI IV Australian).

If a different assessment has been used, please provide a full report including any previous assessment results.

Please ensure Australian norms are used and complete all subtests for this age group to provide as much information as possible for the committee.

Composite	Index score	Confidence Level (%)	Percentile Rank	Qualitative Description
Verbal comprehension index				
Visual spatial index				
Working memory index				
Vocabulary acquisition index				
Nonverbal index				
General ability index				
Full scale IQ				

TEST PROFILE

Subtest Name	Scaled Score	Percentile Rank	Subtest Name	Scaled Score	Percentile Rank
Receptive Vocabulary			Object Assembly		
Information			Picture Memory		
Picture Naming			Zoo Locations		
Block Design					

COMMENTS

Background/history:

Reason for Referral:

Observations:

Strengths/Weaknesses:

Learning needs:

Social/Emotional needs:

Suggestions for parents/child carers/teachers:

Other comments (e.g. separating from parent, confidence in responding to examinee, ability to take direction... (please attach an extra page if necessary):

Psychologist's name: _____ Phone: _____

Signature: _____ Date: _____